

Pupil D – SEND Inclusion Case Study

1. Barrier and Context

Pupil D joined Haslam Park Primary School in Reception with an existing Education, Health and Care Plan (EHCP) from their previous nursery setting. Pupil D has a diagnosis of Autism and, prior to joining school, had already accessed support from Speech and Language Therapy (SALT) and PLDS.

Pupil D presented with significant communication difficulties. On entry to school, their communication was often limited to set phrases, such as "help", which were not always used in context. This created barriers to expressing needs and wants, communicating effectively with adults and peers, and accessing the school environment confidently.

Pupil D is one chronological year older than the rest of their year group following a parental decision regarding their school placement. Their age, alongside their autism and communication difficulties, presented additional challenges in supporting them to communicate their health needs effectively.

Pupil D also has allergies which required careful management within school. When upset or dysregulated, their communication difficulties made it particularly difficult for them to communicate discomfort, symptoms or their needs relating to their allergies. This created an additional barrier to their wellbeing, communication and ability to feel comfortable and secure within the school environment.

The school therefore recognised the need for a consistent, personalised and multi-agency approach that took account of Pupil D's autism, communication, emotional regulation and wider wellbeing needs.

2. Identification

Pupil D's needs were identified prior to joining Haslam Park through their existing EHCP, autism diagnosis and involvement with SALT and PLDS. On admission, school staff reviewed the information provided by the nursery and continued to implement the advice and programmes already identified by external professionals.

Alongside this existing information, staff undertook ongoing classroom observations and assessment to develop a fuller understanding of Pupil D's individual strengths, needs and communication profile, considering how their autism and associated communication needs affected their experience of school.

Particular attention was given to how Pupil D communicated their needs and wants, how they responded to different situations and how their communication and emotional regulation affected their ability to manage within the school environment.

The school also identified that Pupil D's communication difficulties could affect the management of their allergies, particularly when they were upset and less able to communicate effectively. This was therefore considered as part of the wider assessment of need and ongoing planning.

As Pupil D progressed through school, staff continued to monitor their communication, social development and emotional wellbeing. This has enabled the school to identify emerging areas for further exploration, including possible anxiety and obsessive-compulsive behaviours, to ensure that appropriate support can continue to be developed.

3. Pupil/Parent Voice

Parent: *"My child is engaging much more successfully in activities out of the house. They have been on lots of outings to a variety of places in the local community and beyond. I feel my child is now able to access a number of activities on her own level successfully."*

Pupil: *"I like my school. Mrs XXX help me"*

4. Adaptation and Intervention

Pupil D's provision has been adapted to reflect their individual communication, autism and emotional needs. On joining Haslam Park, staff continued the SALT advice and programmes already established through nursery, ensuring continuity of support.

Communication was supported through consistent routines, clear and appropriate language and opportunities to practise functional communication. Staff worked to develop Pupil D's ability to communicate needs and wants in context rather than relying solely on memorised or set phrases.

The school also adapted its approach to managing Pupil D's allergies, recognising that communication difficulties could make it harder for them to report discomfort or communicate health-related needs, particularly when upset. Staff maintained clear routines and communication around their health needs and responded sensitively when Pupil D became distressed.

Provision was informed by Pupil D's EHCP and adapted in response to ongoing assessment and observation. Staff considered Pupil D's individual sensory, communication and emotional needs when planning routines, interactions and learning experiences.

As Pupil D's communication and emotional regulation developed, support has increasingly focused on promoting independence and helping them to communicate directly with adults.

Now in Year 4, Pupil D is socially much calmer and is able to communicate many more of their needs and wants. They are increasingly able to identify and name familiar adults, including their teachers, demonstrating increased confidence and connection within the school environment.

5. Multi-Agency Work

Pupil D's support has involved ongoing collaboration between school, family and external professionals.

Prior to joining Haslam Park, Pupil D had received an autism diagnosis and had accessed support from Speech and Language Therapy (SALT) and PLDS, with an EHCP already in place. The school continued to liaise with relevant professionals and implement recommended programmes and strategies to provide continuity of support.

The autism diagnosis has supported the school in developing a greater understanding of Pupil D's individual communication, social and emotional profile. Staff have used this understanding alongside their own ongoing assessment and observation to ensure that strategies and provision are responsive to Pupil D's individual needs rather than relying solely on their diagnosis.

Information and advice from external professionals has helped staff to develop their understanding of Pupil D's communication needs and informed the strategies used within school. The school has also maintained communication with relevant health professionals regarding Pupil D's allergies, ensuring that their health needs are considered alongside their communication and emotional wellbeing.

This collaborative approach has enabled the school to consider Pupil D holistically and to adapt provision as their needs have developed.

6. Academic Impact

End of year attainment	Maths	Reading	Writing
EYFS	3-4c	3-4c	3-4c
Year 1	Cherry Garden 62% branch 9	Cherry Garden 66% branch 8	Cherry Garden 70% branch 9
Year 2	68% branch 10	68% branch 9	68% branch 10
Year 3	Completion of Cherry Garden	Completion of Cherry Garden	Completion of Cherry Garden bridging maps-

	<i>bridging maps- now beginning to access Year 1 National Curriculum</i>	<i>bridging maps- now beginning to access Year 1 National Curriculum</i>	<i>now beginning to access Year 1 National Curriculum</i>
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Pupil D has made **steady and positive progress** in maths, reading and writing.

They initially worked within the **3–4c developmental stage**. Through personalised teaching and the use of **Cherry Garden assessment and bridging maps**, they gradually developed their skills and confidence. In **Year 1**, the pupil achieved **62% in maths, 66% in reading and 70% in writing**. In **Year 2**, they achieved **68% across all three areas**, showing continued development and consolidation of their learning.

By **Year 3**, the pupil had completed their Cherry Garden bridging maps and had begun to access aspects of the **Year 1 National Curriculum**. Overall, the pupil has made **clear progress from their starting point**. They are developing greater confidence and are increasingly able to access more formal learning. Continued personalised support and small, achievable steps will help them to build on this progress.

7. Attendance and Wellbeing Impact

Since joining Haslam Park. Initially, communication difficulties and emotional distress made it difficult for Pupil D to feel comfortable and secure in school. They found it challenging to communicate their needs, particularly when upset.

By **Year 4**, Pupil D is much calmer and is able to communicate many of their needs and wants. They can name familiar adults, including their teachers, showing increased confidence and stronger relationships with the adults around them.

Pupil D has also shown **excellent improvement in attendance**, increasing from **90.6% in Reception**, to **98.3% in Year 1**, **98.68% in Year 2**, and **99.25% in Year 3**. This reflects their increasing ability to access and engage positively with school.

Overall, Pupil D has made **positive progress in their emotional wellbeing, communication, relationships and engagement with school**. The school will continue to support their emotional wellbeing and monitor any behaviours that may indicate anxiety, ensuring that appropriate support is provided when needed.

8. Review, Leadership and Overall Impact

Pupil D's provision has been reviewed continuously in response to their changing communication, social, emotional and health needs.

Leaders and staff have built on the provision already established through Pupil D's EHCP and previous professional involvement, while developing their own understanding of Pupil D through ongoing observation and assessment.

The school has maintained a consistent approach to communication support, continued to implement specialist advice and worked collaboratively with external agencies and family. This has enabled provision to develop alongside Pupil D rather than remaining fixed to their original needs.

The impact can be seen particularly in Pupil D's communication and social development. From relying heavily on set phrases which were often used out of context, Pupil D can now communicate many of their needs and wants and name familiar adults within school.

The progress made demonstrates the impact of sustained, consistent support and effective collaboration between school, family and external professionals. It has enabled Pupil D to become increasingly comfortable within the school environment and to participate with greater confidence and independence.

The leadership of Pupil D's provision has ensured that their EHCP, specialist advice and day-to-day observations have informed an ongoing cycle of assessment, planning, implementation and review. Staff have adapted provision as Pupil D's needs and abilities have developed, while maintaining a focus on increasing independence and participation.

9. Next Steps

Pupil D is now in Year 4 and has made positive progress in their communication, social development and emotional regulation. They are increasingly able to communicate their needs and wants and have developed stronger relationships and recognition of familiar adults within school.

The next step is to further explore Pupil D's emotional wellbeing, including possible anxiety and OCD-related behaviours, to develop a clearer understanding of any remaining barriers to their comfort and engagement in school.

The school will continue to work with Pupil D, their family and relevant professionals to ensure that appropriate strategies and support are in place. The focus will remain on developing Pupil D's communication, emotional regulation and independence, while ensuring that they feel safe, understood and increasingly confident within the school environment.

As Pupil D progresses through Key Stage 2, provision will continue to be reviewed in line with their EHCP and changing needs, with the aim of increasing independence and enabling Pupil D to participate as fully as possible in the academic and wider life of the school.